

Toronto District School Board

Operational Procedure PR545

Title:	OUT-OF-AREA ADMISSIONS (FORMERLY OPTIONAL ATTENDANCE)
Adopted:	October 27, 1999
Effectuated:	October 27, 1999
Revised:	December 15, 2000, February 4, 2003, November 12, 2003, December 15, 2004, October 24, 2005, October 18, 2006, January 7, 2008, February 17, 2009, June 2014, June 2015, September 2018, October 15, 2019, June 7, 2022, November 14, 2023; May 20, 2025
Reviewed:	April 2012, June 7, 2022, November 14, 2023; May 20, 2025
Authorization:	Executive Council

1. RATIONALE

The Out-of-Area Admissions Procedure (the “Procedure”) provides direction on the implementation of the Out-of-Area Admissions Policy (P013), which offers students the ability to access schools other than their designated school by residential or home address.

2. OBJECTIVE

To outline the process to access schools outside a student’s designated attendance area.

3. DEFINITIONS

Before- and After-School Programs (BASP) refers to licensed child care programs, extended day programs and authorized recreation and skill-building programs in schools serving Junior Kindergarten to Grade 6 students before the school day begins, and after it ends, as defined in the *Child Care and Early Years Act, 2014, S.O. 2014, c. 11, Sched. 1*.

Board is the Toronto District School Board, which is also referred to as the “TDSB”.

Child care refers to licensed early learning and care programs for children from birth to 3.8 years of age.

Designated Attendance Area is the geographic area served by a designated school.

Designated school by address is the school identified by the primary place of residence of the parent/guardian/adult student.

Elementary school refers to Grades Kindergarten to 8, or a part thereof. All Elementary schools offer regular programming. Some additionally may offer Central Student Interest Programs, Special Education Intensive Support Programs or Intensive French Language Programs.

Feeder school refers to a school from which many or most students progress from an elementary school to a designated elementary or secondary school by address or program. For the purposes of out-of-area admissions priorities, a complete list of main feeder schools for regular programs is maintained by the Strategy and Planning department.

Out-of-Area Applicant is a student who applies to a school located outside of their designated attendance area.

Out-of-Area Student is a student who attends a school located outside of their designated attendance area.

Parents/Caregivers may include parents, guardians or any other caregiver legally recognized as acting in place of the parent. Students over 16 years old who have withdrawn from parental/caregiver control may act on their own behalf in this capacity.

Receiving school refers to the school that will be accepting a student through the Out-of-Area Admission process.

Secondary school refers to Grades 9 to 12. All Secondary schools offer regular programming. Some may also offer Central Student Interest Programs, Intensive Support Programs or Intensive French Language Programs.

Sending school refers to a student's current school, from which they are applying to attend another school in the following school year.

TDSB is the Toronto District School Board, which is also referred to as the "Board".

4. RESPONSIBILITY

Associate Director, Learning Transformation and Equity.

5. APPLICATION AND SCOPE

This Procedure applies to students, parents/caregivers, and staff, including principals, superintendents, and school personnel, involved in the application and registration

processes for students seeking to register in a school that lies outside of their designated attendance area.

This Procedure also covers and outlines suggested best practices for licensed early learning and care programs and Before- and After-School Programs in schools.

This Procedure does not apply to:

- Placements into Special Education Intensive Support Programs (ISPs). Students access these programs through the Identification, Placement and Review Committee (IPRC) process;
- Students whose placements are facilitated by the Caring and Safe Schools department;
- The application processes for Elementary and Secondary Alternative Schools. See Alternative Schools Policy (P062).
- The application processes for Central Student Interest Programs. See the Student Interest Programs Policy (P100).
- The application processes for Local Programs. See the Student Interest Programs Policy (P100).

6. PROCEDURES

6.1. Admission Eligibility

- 6.1.1. Each child who is eligible to attend school has the right to attend the regular program in a designated school in accordance with this Procedure, based on the primary residential of the student's parents (or either parent) or of the student's legal guardian. In the case of an adult student, the address where the student resides will determine the appropriate designated school.

The school will accommodate students from within its designated attendance area. Designated attendance boundaries will be approved by the Board of Trustees.

- 6.1.2. Students will have an opportunity to apply to attend a school other than their designated school by address, when space is available, through the Out-of-Area Admission process. Application dates will be set annually by TDSB staff.
- 6.1.3. Transportation will not be provided and will be the responsibility of Out-of-Area students as they are choosing to attend a school other than their local, designated school by address.
- 6.1.4. Students with more than one designated school by principal residential address may only switch from one school to the other through the Out-of-Area Admission process during the designated time frame. If the requested school is "Closed" to Out-of-Area Admissions, a switch will not be possible.

6.2. Overview of Application Process

- 6.2.1. Projected enrolment numbers will be calculated annually by the TDSB Strategy and Planning Department (“Planning”) to determine the Out-of-Area Admission status for each school.
- 6.2.2. Schools will be categorized as:
 - A. Closed - The school may not admit any students from Out-of-Area. No students may apply for Out-of-Area Admissions.
 - B. Limited (Siblings) - Only students with a sibling currently attending and who will be returning to the requested school may apply for Out-of-Area Admissions.
 - C. Limited (Siblings or Feeder School) - Only students with siblings attending and who will be returning to the requested school, or students attending a feeder school may apply for Out-of-Area Admissions.
 - D. Limited (Feeder School) – Only students attending a feeder school may apply for Out-of-Area Admissions (Secondary only)
 - E. Limited - The school may accept applications from all of the Priorities listed in Section 6.6.1 if space is available. All students may apply for Out-of-Area Admissions.
- 6.2.3. The list of schools and their Out-of-Area Admissions status will be prepared and distributed by Planning to schools, Trustees and the public. The information will be posted on [TDSB's Out-of-Area Admissions website](#).
- 6.2.4. The Online Application Form for Out-of-Area Admissions will be completed by the parent/caregiver or student 18 years of age or older (as well as those over 16 years old who have withdrawn from parental/caregiver control)

The current school will assist parents/caregivers who do not have access to the technology required to submit the Online Application Form, confirm acceptances and/or otherwise require documents in alternative formats.
- 6.2.5. Applicants may apply for one (1) regular program, Intensive French Language program outside of their designated attendance area. Transportation is not provided for out-of-area admissions.

All students registered in TDSB at the start of their Grade 8 year are eligible to apply through Out-of-Area Admissions to regular programs at the secondary level, including fee-paying students.
- 6.2.6. In keeping with the Truth and Reconciliation Commission's Calls to Action, First Nations, Métis, and Inuit students will be supported outside of the Out-of-Area Admissions Policy and given priority access.

Admission will be supported at any regular intake time, in regular programs, even in schools “Closed” to Out-of-Area Admissions, where possible.

- 6.2.7. Secondary students whose child(ren) is/are enrolled in a child care centre in the catchment area will be supported outside of the Out-of-Area Admissions Policy, and given priority access. Admission will be supported and accommodated at any regular intake time, in a regular program, even in schools “Closed” to Out-of-Area Admissions, where possible.
- (i) Students described in sections 6.2.6 and 6.2.7 above will not be able to register using the Online Registration Form since the requested school is not the designated school by address. Students will need to indicate their request to register and the reason for the request by either completing the [central online form](#) for facilitated advocacy and registration support or they may contact the requested school directly.
 - (ii) Parents/Caregivers will need to provide all documents required for registration, as outlined on the [TDSB Registration site](#).
 - (iii) Schools that are NOT “Closed” to Out-of-Area Admissions are expected to register and provide programming for the student(s) as though they live in-area.
 - (iv) Schools that are “Closed” to Out-of-Area Admissions are expected to make every attempt to provide a timetable that meets the needs of the student(s). Parents/Caregivers should be provided with options and given choices if the exact timetable requested cannot be provided.
- 6.2.8 Applications for out-of-area admissions for twins (or multiples) to the same school and same grade will be processed as a single application and the applicants will be seated or placed on the waitlist together.

6.3. In-Area Students Moving Out-of-Area

6.3.1. For Elementary Students:

In-area elementary school students who move out-of-area during the school year may remain at the current school (and in the same educational program) until the end of the current school year (unless the next school year is a graduation year from that school), or may register at the designated school for their new principal residential address:

- a) If these students are currently enrolled in the Before- and After-School Programs and the newly designated school’s BASP cannot accommodate them, they may remain in their current school (in the same educational program).
- b) Students who wish to attend the school at the next level into which the school feeds will be required to apply for Out-of-Area Admission to the school should they wish to attend.

6.3.2. For Secondary Students:

In-area secondary school students who move out of the catchment area during the school year will be allowed to remain in the same program at the current school until graduation, or they may register in their new designated school by address.

In secondary schools that are Closed to Out-of-Area Admissions, where in-area students living in new developments have been redirected to another school, students will need to move to their new designated school by address at the end of the school year unless they are heading into their graduating year.

6.4. Key Responsibilities of Receiving Schools

6.4.1. A school categorized as “Closed” cannot accept any students through Out-of-Area Admissions. Only students residing within the school’s attendance area will be permitted to attend.

6.4.2. A school categorized as “Limited” may accept students through the Out-of-Area Admissions process and timeline but in doing so may not exceed the projected enrollment. A “Limited” school is not obliged to accept all students who apply for Out-of-Area Admissions. Acceptance is conditional upon space being available in the appropriate grade and program.

For schools with “Limited” status, the principal must anticipate the number of in-area students expected next school year and manage the number of students accepted through Out-of-Area Admissions to ensure that the school’s total full-time equivalent enrolment (in-area students plus Out-of-Area students) does not exceed the school’s projected enrolment.

6.4.3. Principals should communicate with local feeder schools and their Planning Officer to identify the number of in-area students who are planning to attend their designated school by address.

6.4.4. Each year, principals must track the number of in-area students who register from other school boards/private schools or are new to the area or country. An accurate and representative number of spaces should be reserved for such students each year.

6.4.5. Principals of receiving schools will approve the number of spaces that are available for students applying through Out-of-Area Admissions in each grade based on input and recommendations made by central staff.

Principals should do so based on their projection by grade, local patterns, registration of out-of-area students in the preschool program (elementary only), input from local feeder schools and historical data regarding the registration of new in-area students.

6.5. Key Responsibilities of Sending Schools

- 6.5.1. Principals of sending schools should maintain a list of students' designated school by address, including the French Pathway school and Special Education placement in Intensive Support Programs, and inform parents/caregivers where students are slated to be transferred for the following school year (i.e., designated school by address) so that parents/caregivers can access the Out-Of-Area Admissions process, if needed.
- 6.5.2. Sending schools will host an information session about the Out-of-Area Admissions process for parents/caregivers in the Fall.
- 6.5.3. During the Out-of-Area Admissions process, Principals should monitor applications and update their list of students' schools for the following year. The current school will provide support with the online application where parents/caregivers do not have access to the technology required to submit the application and/or otherwise require documents in alternative formats.
- 6.5.4. Grade 8 Principals support the course selection process for students in Grade 8, ensuring they select courses for the school they are attending the following year (either their verified designated school by address, French pathways school, acceptances to Central Student Interest Programs, Special Education Intensive Support Program, or confirmed Out-Of-Area Admissions acceptance school).
- 6.5.5. Sending schools will transfer students by setting the Next School Indicator to the appropriate school for the following year by the deadline in the TDSB Student Information System (specific timelines for secondary and elementary schools will be shared annually).
- 6.5.6. Sending schools must only send Ontario Student Records (OSRs) to the receiving school upon receipt of an official written OSR request, once the student is active at the receiving school.

6.6. Selection Process and Priorities

- 6.6.1. Spaces will be filled by grade according to the admission priorities. For each of the admission priorities listed below, in order, a random selection process will be undertaken if the number of applications exceeds available spaces.

Priority 1: (Elementary Schools only**) Students who have a sibling currently attending the requested school and that sibling will still be attending the requested school the next school year.

Priority 2: Students currently attending a feeder school in the same program as the application to the requested school (i.e., in a regular program if applying to a regular program).

Priority 3: (Elementary Schools only) Current students no longer attending the Before- and After-School Program of the requested school wishing to remain at the school (see section 6.2.2 of P013) and current students who have moved and wish to remain at the school.

Priority 4: Current TDSB students (and who remain registered as TDSB students for the duration of the school year in which the Out- of-Area application was made).

Priority 5: Other students whose parents'/caregivers' primary residence is in the City of Toronto (e.g., from independent/private schools, other school boards, home schooling, etc.).

Priority 6: Students whose parents'/guardians' primary residence is outside the City of Toronto.

** Only students attending a secondary school as of September 2022 may have the sibling rule apply to their younger siblings.

- Applications for September 2026 - only apply to returning Grade 12 students

- 6.6.2. Students will be accepted by the requested school according to the admission priorities defined within this Procedure. Applicants whose primary residence is outside of Toronto are not eligible for any priority listed above other than Priority 6.
- 6.6.3. The students will be assigned to priority categories based on their submitted TDSB online application. Applicants whose primary residence is outside of Toronto are not eligible for other priorities listed above (e.g., siblings, current TDSB student, etc.)
- 6.6.4. Admission of students will be determined by addressing each priority category sequentially and examining the number of requests in a priority category and the space available. If space is available for the requests in a priority category, all the students in the category will be accepted before addressing the next priority.
- 6.6.5. If requests in a priority category exceed the space available, students from that priority category will be selected through a random selection process and no further priority categories will be addressed.
- 6.6.6. Waiting lists expire at the end of the Out-of-Area Admissions process following timelines set annually by Board staff.
- 6.6.7. The random selection process will be conducted centrally. The process will be recorded for audit purposes.

- 6.6.8 Decisions relating to Out-of-Area Admissions may be appealed through the Superintendent of Education for the requested school.

6.7. Acceptances and Confirmations

- 6.7.1. Upon completion of the random selection process, parents/caregivers will be notified of their application status via email through the TDSB Online Application System.
- 6.7.2. Student application status will be accessible to the sending/current school and the requested school through the TDSB Student Information System.
- 6.7.3. Parents/guardians or students 18 years of age or older must accept or decline their Out-of-Area Admissions offer through the TDSB Online Application System prior to the deadline set by Board staff. Out-of-Area offers will expire at that time.
- 6.7.4. The random selection process will generate a waiting list, and should space become available prior to the closure of Out-of-Area Admissions, students on the waiting list will be notified and offered placement. A second and third/final round of offers (secondary only) will be made within the deadlines set annually by Board staff.
- 6.7.5. Students will not be admitted under Out-of-Area Admissions after the final round of offers are sent. After this date, all waiting lists become null and void.
- 6.7.6. Students applying to a school through Out-of-Area Admissions should accept offers with the intention of attending the requested school until graduation / the end of the grade range.
- Any student admitted to a school through Out-of-Area Admissions is eligible to attend the school until the end of the grade range. Students who wish to attend the next school into which the school feeds will be required to apply for Out-of-Area Admission to that school.
- 6.7.7. Students admitted through Out-of-Area Admissions who wish to return to their designated school by address, may do so at an appropriate transition point (e.g., end of term for elementary, semester change for secondary, or beginning of school year for both elementary and secondary) regardless of the school's Out-of-Area Admission status, at the request of the parents/guardians or students 18 years of age or older.
- At schools whose Out-of-Area Admission status is "Closed" and where in-area students in new developments are being redirected to other schools, a return may not be possible.

6.8. Intensive French Language Programs

- 6.8.1. Access to Intensive French Language programs is determined by French Immersion/Extended French Procedure (PR597).
- 6.8.2. Students applying for Intensive French Language programs will have a designated [French Program school by address](#) for entry and a pathway for continuation of the program.
- 6.8.3. If a student wishes to attend an Intensive French Language program at a school other than their designated [French Program school by address](#), the student must apply for Out-of-Area Admission at the requested school. No transportation will be provided.
 - a) Once admitted to a French Immersion/Extended French program at a school through Out-of-Area Admission, students may complete the grade range of that school.
 - b) Students who wish to attend the school at the next level into which the [French Pathway](#) feeds will be required to apply for Out-of-Area Admission to that school.
- 6.8.4. Non-TDSB students wishing to enter into an Intensive French Language program other than their designated [French Program school by address](#) are required to demonstrate equivalent programming as outlined in the French Immersion/Extended French Procedure (PR597).
 - a) Non-TDSB students will not be able to submit an online Out-of-Area Admissions application to attend an Intensive French Language Program school. Parents/Caregivers must first contact the requested school to demonstrate equivalent programming. Schools that are “closed” cannot accept Out-of-Area Admissions applications.
 - b) If eligible for Out-of-Area Admissions, the parents/caregivers will be able to complete the online application while in person at the requested school using the authorization code entered by the requested school. The code will not be shared with parents/caregivers.

6.9. Child Care (for child care operators and principals)

- 6.9.1. It is recommended that schools and school-based child care centres/BASP operators work together to coordinate registration and admission practices (see Appendix B: Best Practices for Child Care Operators).

Preschool Program Registration

- 6.9.2. Child care operators are encouraged, whenever possible, to give priority to children living in the Designated Attendance Area.

- 6.9.3. Parent/Caregiver's consent to share information between the child care and school must first be obtained in writing through the Information-Sharing Consent Form (692A), which should be part of the child care registration package.
- 6.9.4. When a parent/caregiver registers Out-of-Area children into a preschool program, they should be encouraged to also place their children on the waiting list for the BASP at their designated school by address for when their children start Kindergarten. This will support parents/caregivers in attending their designated school by address, while at the same time supporting their BASP attendance in the local community.
- 6.9.5. If parents/caregivers cannot access the BASP in their designated school by address, they may continue in the BASP at their preschool location, and no Out-of-Area Admission application is required, provided they were enrolled in the preschool program before the end of December of the year they are to begin Kindergarten.

BASP Registration In/Prior to Junior Kindergarten

- 6.9.6. In the case of Intensive French Language programs, placement is determined by home address, not by child care location. Child care operators are encouraged to explain this principle to parents/caregivers at the time of registration to ensure that the implications (545C) of having children attend a child care centre outside the designated school by address are fully understood.
- 6.9.7. In January, child care operators should provide a current list of the names and addresses of all children enrolled in the preschool child care program who will be continuing in the Before- and After- School Program in the Fall when they transition into Junior Kindergarten to the school Principal. These children will be eligible to attend that school without an Out-of-Area Admissions application. By doing so, child care operators can support the timely in-person registration of students at the school.

This list will serve as verification that those children living outside the Designated Attendance Area are already registered in the school-based child care program as preschoolers and will support the school's maintenance of out-of-area student records.
- 6.9.8. From the beginning of January until the end of the school year, child care operators are strongly discouraged from registering children from out-of-area who will be starting Kindergarten in the Fall. Should such children be registered, the child care operator is required to notify the parents/caregivers that their child will not have access to the Kindergarten program in that school. The child care operator should encourage the parents/caregivers to secure a BASP space as soon as possible that serves their designated school by address.
- 6.9.9. In the rare instance that parents/caregivers gain access to subsidized child care in a school outside of their designated school by address after

the start of January in the year their child is to begin Junior Kindergarten, the parents/caregivers should speak with the school principal for consideration in registering at the school for the fall.

- 6.9.10. Consideration should be given to a student registered after January 1 if they have gained access to a subsidized space in the preschool program.

Ongoing Communication with Child Care/BASP Partners

- 6.9.11. BASP operators will share the names of students who have left the BASP with the school administration. BASP operators should remind parents/caregivers that withdrawing from the BASP may require the student to return to their designated school by address or submit an Out-of-Area application within the designated time frame, for consideration if they wish to stay at the out-of-area school.
- 6.9.12. Upon school registration for Out-of-Area students, the school administration will provide a letter confirming that if the child withdraws from the school-based BASP before the end of Grade 3, they will be required to return to their designated school by address. The parents/caregivers will have the option to apply to remain at the current school through the Out-of-Area Admissions process provided they can apply during the designated time frame. The letter will also provide information regarding attendance at the subsequent school (See sample letter, Form 545C Appendix A.)
- 6.9.13. Principals should establish processes to support the transfer of students to their designated school by addressing if the parents/caregivers withdraw from the BASP.

Graduating From the School

- 6.9.14. In schools where the next level school is “Closed” or “Limited (Sibling)” for Out-of-Area Admissions, BASP operators and the principal should collectively communicate to parents/caregivers about the transition to the school at the next level.

7. EVALUATION

This Procedure will be reviewed as required, but at a minimum every five (5) years after the effective date.

8. APPENDICES

- Appendix A: Out-of-Area Admissions and Withdrawal from Child Care (Sample Letter) (545C)

- Appendix B: Best Practices for Child Care Operators

9. REFERENCE DOCUMENTS

Policies:

- Out-of-Area Admissions (formerly Optional Attendance) (P013)
- Student Interest Programs (P100)

Operational Procedures:

- French Immersion/Extended French (PR597)
- Child Care: Information Sharing and Confidentiality Agreement (PR692)
- Form 692A, Information Sharing Consent

Legislation:

- *Child Care and Early Years Act (2014)*

Appendix A: Out-of-Area Admissions and Withdrawal from Child Care (Sample Letter) 545C (also available in a fillable PDF)

(Date)

Attention: Parents/Caregivers living outside the designated attendance area for _____ Public School.

In accordance with the Toronto District School Board's Out-of-Area Admissions Policy (P013), _____ Public School accepts children who reside outside the designated attendance area for this school, as long as they attend _____ child care program. However, please be advised that if your child is withdrawn from _____ child care program prior to Grade 4, your child will be required to return to the school designated by your home address. If space is available, you may apply to have your child remain at _____ Public School through the Out-of-Area Admission process.

Further, students who wish to attend the school at the next level into which the school feeds (_____ School) will be required to apply for Out-of-Area Admission unless it happens to be your designated school by address.

Please sign in the designated area below to indicate that you have received this letter and understand the scenarios described above.

I, _____, understand that if my child is withdrawn from
(Parent/Caregiver Name)

_____ child care program at any point during the school year, my child will be required to return to the school designated by home address. However, if space is available, I understand that I may be able to apply to have my child remain at _____ Public School, as outlined in the Out-of-Area Admissions Policy (P013).

I also understand that should my child wish to attend the school at the next level into which the school feeds (_____ School), we will be required to apply for Out-of-Area Admission unless it happens to be our designated school by address.

Date

(Parent/Guardian Signature)

(Child's First and Last Name)

To be stored in the OSR

Appendix B: Best Practices for Child Care Providers

It is recommended that schools and school-based child care centres/BASP operators work together to coordinate registration and admission practices in the following ways:

Preschool program registration

Child care operators are encouraged, whenever possible, to give priority to children living in the Designated Attendance Area.

Parent/Caregiver consent to share information must first be obtained in writing through the Information-Sharing Consent Form (692A), which should be part of the child care registration package.

When parents/caregivers register Out-of-Area children into a preschool program, they should be encouraged to also place their children on the waiting list for the BASP at their designated school by address for when their children start Kindergarten. This will support child/children in attending their designated school by parents/caregivers' address, while at the same time supporting their BASP attendance in the local community.

If parents/caregivers cannot access the BASP in their designated school by address, they may continue in the BASP at their preschool location, and no Out-of-Area Admission application is required, provided they were enrolled in the preschool program prior to the end of December.

BASP registration in/prior to Junior Kindergarten

In the case of Intensive French Language programs, placement is determined by home address, not by child care location. Child care operators are encouraged to explain this principle to parents/caregivers at the time of registration to ensure that the implications (see Appendix A) of having children attend a child care centre outside the designated school by address are fully understood.

In January, child care operators should provide the school principal with a current list of the names and addresses of all children enrolled in the preschool child care program who will be continuing in the Before- and After- School Program in the fall when they transition into Junior Kindergarten. They will be eligible to attend that school without an Out-of-Area Admissions application. By doing so, child care operators can support the timely registration of students at the school.

This list will serve as verification that those children living outside the Designated Attendance Area are already registered in the school-based child care program as preschoolers and will support the school's maintenance of out-of-area student records.

From the beginning of January until the end of the school year, child care operators are strongly discouraged from registering children from out-of-area who will be starting Kindergarten in the fall. Should such children be registered, the child care operator is required to notify parents/caregivers that their child will not have access to the Kindergarten program in that school. The child care operator should encourage the

parents/caregivers to secure a BASP space as soon as possible that serves their designated school by address.

In the rare instance that parents/caregivers gain access to subsidized child care in a school outside of their designated school by address after the start of January in the year their child is to begin Junior Kindergarten, the parents/caregivers should speak with the school principal for consideration in registering at the school for the fall.

Consideration should be given to a student registered after January 1 if they have gained access to a subsidized space in the preschool program.

Ongoing communication with child care/BASP Partners

BASP operators will share the names of students who have left the BASP with the school administration. BASP operators should remind parents/caregivers that withdrawing from the BASP may require the student to return to their designated school by address or submit an Out-of-Area application within the designated time frame, for consideration if they wish to stay at the out-of-area school.

Upon school registration for Out-of-Area students, the school administration will provide a letter confirming that should the child withdraw from the school-based BASP before the end of Grade 3, they will be required to return to their designated school by address. The parents/caregivers will have the option to apply to remain at the current school through the Out-of-Area Admissions process provided they can apply during the designated time frame. The letter will also provide information regarding attendance at the subsequent school (See sample letter, Form 545C Appendix A.)

Graduating From the School

In schools where the next level school is “Closed” or “Limited (Sibling)” for Out-of-Area Admissions, BASP operators and the Principal should collectively communicate to parents/caregivers about the transition to the school at the next level.

Both child care/BASP and School should keep copies of the information sharing consent forms completed by the parents/caregivers in the child care/BASP and school files.